



Knowing Your Goals: Standards

Why go this route?

- Because focusing on Michigan's standards ensure that students' efforts will be aimed toward content that Michigan has agreed its students need to know.
- Because this helps sharpen a teacher's ability to identify for students exactly what they need to do in order to succeed.
- Because Michigan's standards give students a chance to succeed at a level comparable to their peers, and our students deserve that.

You'll know you've arrived when...

- Each teacher has available the Michigan standards for his/her classes during this year.
- Each teacher knows where his/her students are now, in relation to the standards.
- Each teacher has prioritized the order in which (s)he'll work with students toward mastery of the standards.
- Each teacher knows which units and lessons will include and assess which standard.
- The school has a format for recording students' progress toward each standard during the year and each teacher uses it.
- Each teacher has discussed his/her plan with colleagues, parents and (if appropriate) with students.

Construction Zone

- This is the third (of six) stages in a full instructional design & delivery cycle outlined in MI-Map Packets. See Packets 5:1 to 5:6 for the others.



- This packet gets a teacher set (for a school year) with a plan for the order in which (s)he'll address and assess the standards for recording student progress.



It's about TIME

- 4-6 hours of planning time, either individually or as part of a grade-level work team.
- If you decide to develop and use an assessment to locate students' beginning mastery levels, another 4-6 hours.




Potential COSTS

- No additional costs.

The Process

A step-by-step guide to knowing the goals toward which to plan your year.

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

- 1 Get familiar with the language** of the standards used by Michigan.

If you need an introduction or a refresher, see MI-Map Packet 6-1 “*Planning Your Move Toward a Standards-Based Curriculum*.” It offers information, sources for more information and a lighthearted “quiz” to put things in context.

- 2 Locate applicable Michigan standards.**

INSERT for Step 2 is a one-page sample MS-Excel spreadsheet for tracking progress toward 5th grade math standards. On the MI-Map disk and website are equivalent spreadsheets for grades K-12 for math and for English Language Arts. Print yours and save it to your computer where you can use it to record progress throughout the year.

- 3 Check your students’ progress to date.** If last year’s teachers have tracked progress against standards (as you’ll do this year), obtain a copy and note areas in which they meet standards and those in which they’ll need a boost to accomplish this year’s work.

If you don’t have standards-based records, consider designing and administering a diagnostic pre-test to let you know where to start as you address this year’s work.

- 4 Prioritize/order** the year’s standards in light of your students’ needs, your school’s focus for achievement, and your district’s overarching curriculum design.

We owe our students a plan that will bring them to grade level performance on all the standards. But it is a teacher’s job to plan which ones to tackle in what order, given what you know about your students, your school’s plan and your situation.

Use INSERT for Step 4 to work through your list of applicable standards, numbering them to identify the order in which you’ll take responsibility for bringing students to mastery. In step 5 we’ll work to see how far you can realistically get down this list in the time available to you. For now, just think about their relative importance, in your judgment.

- 5 Schedule your high priority standards** into your year’s plan. Which ones can be addressed during which quarters or months?

INSERTS for Step 5 offer a year-at-a-glance format in quarters and months. Copy enough to use as worksheets and locate any themes or topics or units that give shape to your year’s plan. Now start down your prioritized list of standards, locating each one in the unit where you can best imagine developing lesson plans to instruct and assess students’ mastery.

The hard work here is to be realistic—neither overly-optimistic (“Oh, I’m sure it’ll all work out. I’ll put them all in somewhere”) nor low-expecting (“They’re so unready I’ll just have to teach last year’s work over again.”) What can you do to bring students from wherever they are to this year’s standards? What is not likely to get done?

- 6 Discuss your decisions** with grade-level colleagues, building administrators and school improvement team members in preparation for conversations with parents and, if appropriate, students.

Others need to know your judgment about a reasonable pace... about how much can be accomplished...and why. Don’t spend a year working on goals that aren’t going to satisfy your “stakeholders.” Enlist them in making the hard choices with you. Decide when to revisit the decision to see if more can be fit in, or if others need to be cut from the plan.

Getting more mileage from knowing your students better

How aligning your goals with Michigan standards benefits your school in regard to the following initiatives:

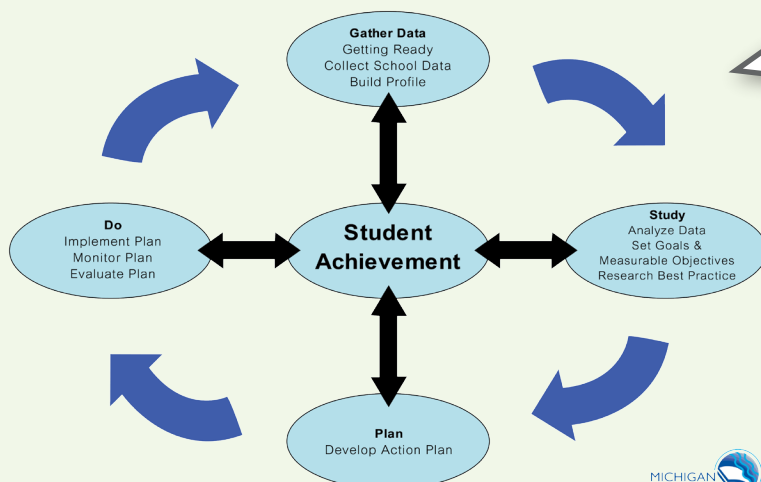
Elementary and Secondary Education Act (ESEA)

- By comparing the state standards with each grade level's instructional activities, you will know if your school program has content validity for state assessment preparation.

State Accreditation System

- Michigan's school report cards use state assessment scores as one of their measures of school performance. Aligning curriculum—lessons and units—to core standards gives students the best chance to excel on that measure. Michigan state standards form the pool for items on each grade's state assessments. By matching grade level materials, strategies, and content with these standards and expectations, buildings will enhance their students' likelihood of meeting state expectations as demonstrated on the state assessments.

Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



This packet addresses the state's standards and guides a school in thinking through their action plans from that point of view. A self-evaluation process for looking at strategies is included, using a strategies/interventions rubric.



Resources

Books, Articles, Websites

Aligning and Balancing the Standards-Based Curriculum

**David A. Squires. Thousand Oaks, CA:
Corwin Press, 2005.**

Full of field-tested practices, diagrams, sample lessons, assessments, and case students, this book shows how schools and districts can use the Balanced Curriculum process to put their schools on the path to success.

Michigan State Standards

[http://www.michigan.gov/
mde/0,4615,7-140-6530_30334_
51042-232021--,00.html/](http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51042-232021--,00.html/)

The Teaching for Learning Framework

<http://www.teachingforlearning.org/>

The Teaching for Learning Framework, a project of the Michigan Department of Education – Office of Education Improvement and Innovation, was created to support effective instruction in challenging content across all grade levels and content areas.

M.O.R.E. Portal

Michigan Online
Resources for Educators.

<http://more.mel.org/>.

Locate lesson plans and curriculum aids that are searchable by subject or state standard.

People

Intermediate School Districts/RESAs can serve as a resource.

For more information, contact:

Michigan Department of Education

Office of Education
Improvement and Innovation
517-241-3147

School Improvement Unit
517-373-8480

Curriculum and Instruction Unit
517-241-4285

Office of Assessment and
Accountability
517-373-0048

Office of Early Childhood
and Family Services
517-241-3592

Office of Field Services
517-373-3921

Office of Professional Preparation
and Teacher Certification
517-373-6505

Office of Special Education
and Early Intervention Services
517-373-9433

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www.michigan.gov/mde